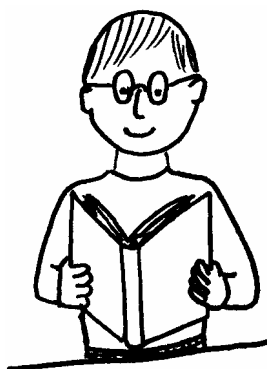


Color-Coded
Review Lists





Entire contents © 2011 By Kathryn J. Davis
7223 Cedar Lane Drive
Germantown, TN 38138
(901) 737-4466
All rights reserved.

Permission is hereby granted to teaches, tutors, and parents
to reproduce student materials in this book
for individual or classroom use.
Permission is granted for school-wide
reproduction of materials.
Commercial reproduction is prohibited.

Table of Contents

Sound Story	6
Short Vowels	15
Short Vowels with double consonants at the end	16
Short Vowels, s sounds like z, a and o sound like u	17
sh, e/he, o/no, or/horse	18
<u>Read <i>A Fish in Set Sail</i>, Practice Stories For Beginning Readers, Volume 1.</u>	
Suffix <u>s</u> with nouns and verbs, th/thumb, th/this	19
<u>Read <i>I Wish, This Is For...</i>, and <i>Go Fish in Set Sail</i>.</u>	
Ending consonant blends	20
<u>Read <i>Jump in Set Sail</i>.</u>	
ck/Jack 21	
o/to, ve/live	22
<u>Read <i>A Duck in Set Sail</i>.</u>	
ch/chick, nch/lunch, tch/match	23
<u>Read <i>On A Bench in Set Sail</i>.</u>	
Beginning consonant blends	24
Beginning consonant blends, wh/when, wh/who	25
<u>Read <i>A Chicken, A Man, and Who Is This?</i> in <i>Set Sail</i>.</u>	
ng/ring	26
<u>Read <i>Spring in Set Sail</i>.</u>	
nk/wink	27
<u>Read <i>Get A Drink in Set Sail</i>.</u>	
oi/oil, oy/boy	28
Suffixes <u>ed</u>	29
Suffixes <u>ing</u>	30
<u>Read <i>A Boy Gets A Toy in Set Sail</i>.</u>	

ou/ouch, ou/four, ou/soup	31
<u>Read <i>A Mouse In The House</i> in <i>Set Sail</i>. Read pages 2-7 in <i>Hop On Pop</i> by Dr. Seuss.</u>	
ow/cow, ow/snow	32
<u>Read <i>The Cow Got Out</i> in <i>Set Sail</i>.</u>	
u/push, ould/should, oo/book, oo/moon	33
<u>Read <i>In The Woods</i> in <i>Set Sail</i>.</u>	
i_e/pine, igh/night, ind/find, ild/child	34
<u>Read <i>Mike</i> in <i>Set Sail</i>.</u>	
ce, ci, cy, ir/bird	35
Apostrophe ____'s to show ownership	36
<u>Read <i>A Bird</i> in <i>Set Sail</i>.</u>	
ai/rain, ay/play, a_e/safe, eigh/sleigh	37
<u>Read <i>Kay</i> in <i>Set Sail</i>.</u>	
ge, gi, gy, ar/star	38
<u>Read <i>Jake's Magic</i> and <i>Mark's Car</i> in <i>Set Sail</i>.</u>	
wa/wasp, al/salt, all/ball, alk/talk	39
aw/saw, au/Paul, syllable study: bas-ket	40
Review suffix _ed to show an action happened in the past	41
<u>Read <i>A Trip To The Farm</i> in <i>Set Sail</i>. Read pages 8-15 in <i>Hop On Pop</i> by Dr. Seuss.</u>	
ee/feet, e_e/these, syllable study: kit-ten, but-ton	42
Suffix _es with nouns and verbs	43
Contractions with not: didn't, hasn't, wasn't, isn't, hadn't, haven't, aren't, won't, don't	44
<u>Read <i>The Pet Shop</i> and <i>Eve Gets A Pet</i> in <i>Set Sail</i>.</u>	
er/her, er/heron	45
ey/key, ey/they, y/yes, y/candy, y/my	46
<u>Read <i>At The River</i> in <i>Set Sail</i>. Read pages 16-31 in <i>Hop On Pop</i> by Dr. Seuss.</u>	
1-1-1 rule: double final consonant with _ed, _ing	47
Long vowel syllables: ra-ven, se-cret, si-lent, ro-bot, tu-lip	48
<u>Read <i>Baby Sally</i> in <i>Set Sail</i>. Read pages 32-49 in <i>Hop On Pop</i> by Dr. Seuss.</u>	

ea/eat, ea/head, ea/steak,.....	50
ei/ceiling, ei/veil.....	51
<u>Read <i>A Birthday Treat</i> in <i>Set Sail</i>. Read pages 50-57 in <i>Hop On Pop</i> by Dr. Seuss.</u>	
o_e/home, o_e/love, oe/toe, oa/boat	52
<u>Read <i>Home</i>, <i>Joe's Truck</i>, and <i>The Flagpole</i> in <i>Go For A Ride</i>.</u>	
oll/troll, olt/bolt, old/gold, olk/yolk, a/across	53
<u>Read <i>The Troll</i> and <i>The Gold and The Dragon And The Ring</i> in <i>Go For A Ride</i>.</u>	
_tle/little, _ple/apple, more silent e syllables	54
<u>Read <i>Oil</i> in <i>Go For A Ride</i>. Read <i>The Spooky Old Tree</i> by Stan and Jan Berenstain.</u>	
or/horse, or/doctor, or/sorry, wor/worm	55
<u>Read <i>A Night Visit</i> in <i>Go For A Ride</i>.</u>	
Drop e before suffixes _ed and _ing: smile, smiled, smiling	56
Suffix _ly: safe, safely	57
<u>Read <i>A Good Book</i> in <i>Go For A Ride</i>.</u>	
u_e/flute, a/panda, a/father	58
Long vowel syllables: hel-lo, ze-ro, men-u, tu-tu	59
Suffixes _er and _est	60
<u>Read <i>My Family</i> in <i>Go For A Ride</i>. Read pages 58-64 (end) in <i>Hop On Pop</i> by Dr. Seuss.</u>	
u_e/flute, ue/glue, ew/flew, ui/fruit.....	61
ar/star, ar/dollar, ar/carrot.....	62
<u>Read <i>Luke's Lizard</i> in <i>Go For A Ride</i>. Read <i>Go, Dog. Go!</i> by P. D. Eastman.</u>	
eu/Europe, ie/field, ie/pie.....	63
<u>Read <i>Two Sleuths</i> in <i>Go For A Ride</i>. Read <i>Green Eggs And Ham</i> and <i>Put Me In The Zoo</i> by Dr. Seuss.</u>	
ur/purse, ear/early, our/journal	64
<u>Read <i>Rude June</i> in <i>Go For A Ride</i>. Read pages <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin, Jr.</u>	
kn/knife, wr/wren, gh/ghost, gh/straight.....	65
<u>Read <i>On The Lawn</i>, <i>A Day At The Park</i>, and <i>Which One?</i> in <i>Go For A Ride</i>.</u>	
<u>Read <i>Are You My Mother?</i> by P. D. Eastman, <i>The Cat in the Hat</i> by Dr. Seuss, and <i>Ten Apples Up On Top</i> by Dr. Seuss</u>	

A Sound Story

About Audrey and Brad

Part 1

One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.



t

"Hey, Mom," said Brad. "Can we walk down to the park?"

"Yes," said Mom. "Be sure you are back in time for your violin lessons." Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, "i, i, i, i."



i

Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard, "h, h, h, h."



h

They ran home and their Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. "Did you practice every day?" she said. "I did," said Audrey quickly. Brad replied that he had practiced, too.



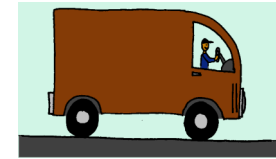
i I

Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."



l

Just as they arrived home from their music lesson, they heard the "n, n, n" sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.



n

As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing its way into the house around the front door, "wwwww."



w

"Well," said Mom. "The weather is so bad, this is the perfect time to go over your math facts." It was Brad's turn to go first. "Uuuuhh," was all he could say as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right.



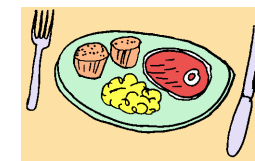
u

They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. "B, b, b, b," was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.



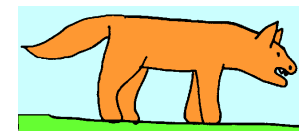
b

After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. "Mmmmm," they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.



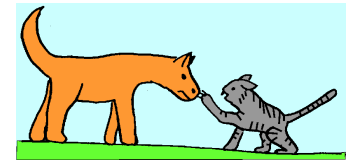
m

Just as they sat down to eat, they heard a loud "Rrrrrr" coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.



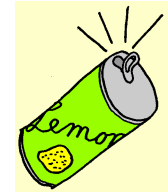
r

The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "fffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.



f

"Poor, Chewie!" said Brad. "She'll know to leave cats alone, next time." He reached into the refrigerator and pulled out a soft drink. "Kssss," was the sound of the air rushing out as he pulled the tab off the can.



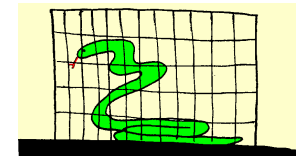
x

After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aides," said Mom. "He could hear much better with them."



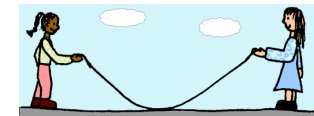
e

The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft "sssss" sound. (s/sun)



s

Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a "j, j, j" sound as it slapped the concrete.



j

After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said "ooooo" while the nurse examined her throat. Then the nurse took her temperature. "You don't have a fever," said the nurse. "It will be all right for you to go back to class."



o

Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.



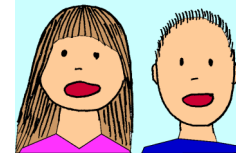
c

At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.



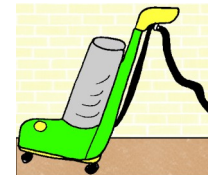
d

At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up."



a

The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."



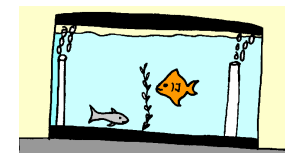
v

Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.





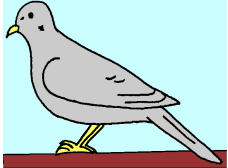

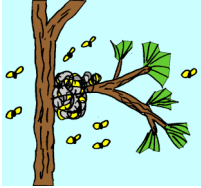



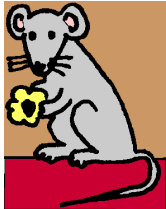






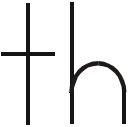


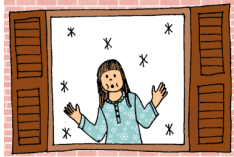

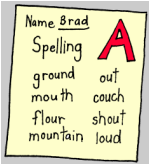

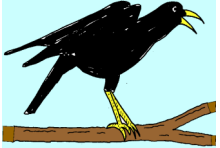

g

When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in a large aquarium. They could hear the the "p, p, p, p" sound of the air pump pushing air into the water.



p

<p>Audrey looked up when she heard the "k, k, k" sound of the receptionist's heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.</p>	 
<p>When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.</p>	 
<p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo."</p>	 
<p>Suddenly they heard a loud buzzing sound, "zzzzzzz." They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. "Let's go home," they all yelled in unison. And that is exactly what they did.</p>	 
<p>Part 2 A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theatre. At the theatre, someone in front of them started talking on a cell phone. "Shhh," Mom said, leaning forward in her seat. (sh/ship)</p>	 
<p>The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theatre. As they walked along the rows, they heard a squeaking sound, "eee, eee, eee." It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (e/emu)</p>	 

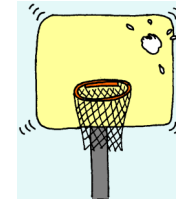
<p>At first, they didn't see the mouse. Then it ran right by Mom's foot. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse.</p> <p style="text-align: right;">(o/ocean)</p>	 
<p>The next morning Audrey and Brad didn't go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft "ttthhhh" sound could be heard as the steam escaped from the tea kettle.</p> <p style="text-align: right;">(th/thumb)</p>	 
<p>Dad was up early, too. After his shower, he shaved with an electric razor. "Ttthhhh," was the sound that it made as he trimmed off his whiskers.</p> <p style="text-align: right;">(th/this)</p>	 
<p>Before long, it was light enough to see outside. The sky was overcast, so the sun was covered by the clouds. Audrey sat up in bed and looked out the window. "Ooooo," she exclaimed. "It snowed last night!"</p> <p style="text-align: right;">(o/to)</p>	 
<p>By this time Mom was calling everyone to come to breakfast. Brad pulled a paper out of his backpack and carried it downstairs. It was his spelling test for the week. He proudly hung it on the refrigerator. At the top of the paper was a large red A.</p> <p style="text-align: right;">(a/apron)</p>	 
<p>When they were finished eating, Brad and Audrey got dressed and went outside. A white blanket of snow covered the ground. Everything was quiet. They looked up and saw a large crow sitting in the tree beside their driveway. He flapped his wings and let out a loud "aw, aw, aw" before he flew away.</p> <p style="text-align: right;">(a /all)</p>	 

As Audrey and Brad walked down the driveway, their feet crunched in the deep snow. Ch, ch, ch, ch. A few snowflakes were still falling. The whole neighborhood was beautiful.
(ch/chicken)



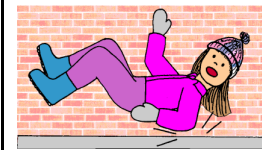
ch

Audrey and Brad decided to have a snowball throwing contest. They took turns throwing the snowballs at the basketball backboard that stood beside the driveway. "Nnnggg," went the backboard as Brad's first snowball hit. "Nnngg," it sang out again as Audrey's snowball hit it, too.
(ng/ring)



ng

Audrey noticed some icicles hanging down from the front porch. As she reached up to get an icicle, she slipped on the icy concrete and fell. "Ou," she said in a loud voice as her elbow hit the icy pavement. Brad went to help Audrey up. She stood up carefully and rubbed her arm. She decided to leave the icicles where they were.
(ou/ouch)



ou
ow

Then Audrey and Brad decided to build a snowman. They rolled up balls of snow for the head and middle part of the snowman. Then Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn't go any farther. "Uuuuhh," he said as he pushed hard against the giant snowball. "That's as far as I can go."
(u/push)



ü

After Audrey and Brad finished the snowman, Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow. Audrey and Brad worked hard, too. After a long time, the driveway was clear. "You two did a great job," said Mom. "Thanks for your help."
(u/uniform)



ü

"Hey, now we have room to use our new pogo stick," said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. "Oi, oi, oi," went the coiled spring on the pogo stick as he bounced up and down. When he got tired, Audrey took a turn jumping, too.
(oi/oil)



oi
oy

Finally both of the children were worn out. They were tired, cold, and wet from being out in the snow all morning. They went inside and changed into some warm dry clothes. Audrey's mom used the hair dryer to dry her damp hair. "Zzzzhhhh," was the sound of the hair dryer as it blew.
(The sound in measure, vision, garage, azure)



After eating peanut butter and jelly sandwiches and apples for lunch, everybody picked out a good book and curled up in front of the wood burning stove in the den to read for a while. They spent a cozy afternoon reading together.

How to Use the Sound Story

Read some of the story aloud to the student each day. For individual students, you can use the story in this book. For groups, the same sound story is available in a larger format. As you finish each section of the story, point to the sound picture and letter, model the sound, and have the student repeat. If necessary, explain how to place the tongue, lips, and position of the mouth so that the student can pronounce the sound correctly. Go through the sound pictures that you have already taught at each lesson and have the child give you the sounds.

Important: If you model and explain a sound to the student but the student still doesn't pronounce the sound correctly, DON'T continue to correct the child. Just nod approval and continue with the lesson. Some sounds are difficult for young children to pronounce. Allow them to use their best approximation. Often, students will automatically correct these sounds over a period of time as they mature. If the problem continues, a speech teacher should be consulted.

As you have your child or student read through the words in this booklet, use the sound pictures at the top of the page to learn the sound for each new letter pattern. The vowel sounds typically have many different letter patterns to represent a particular sound. As your student uses this book to learn each of these variations, he or she will soon become an accomplished reader.

Use *Practice Stories For Beginning Readers*, Volumes 1 and 2, in conjunction with these word lists. As students master the phonics patterns, they will be able to read new stories. The stories are carefully set up so that they contain only the phonics patterns that have been taught. This gives students confidence and reduces confusion. Repeated oral reading, with the guidance of an adult, helps students develop a high level of fluency.

Notes About the Alphabet

There are more sounds in our language than letters of the alphabet. The alphabet has twenty-six letters, but there are forty-one or more sounds. Everyone does not agree on the exact number of sounds; you'll find variations in different programs. To compensate for this, the same letter is sometimes used to represent more than one sound (a/ant, a/bacon, a/wasp). Or sometimes, two letters are put together to represent a completely new sound (sh/ship, ow/cow).

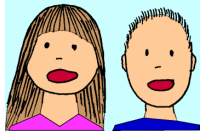
The alphabet has twenty-one consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z. When you pronounce a consonant sound, you do something with your tongue, throat, or lips to create the sound. For example, when you say the *n* sound, you press your tongue against the roof of your mouth. When you say the *m* sound, you press your lips together. Think about how you form the sounds with your mouth as you pronounce each consonant sound. Talk about this with the students. Two consonant letters, *c* and *k*, represent the same sound. In this program, each one has its own sound picture, but the sounds are the same. There are five extra consonant sounds that are designated by pairs of letters, as follows: ch/chicken, sh/ship, th/thumb, th/this, ng/ring. One more consonant sound does not have a typical letter pattern to represent it. It is the sound you hear in *garage*, *measure*, and *vision*. The dictionary shows this sound as *zh*.

The other alphabet sounds are called vowel sounds. You pronounce a vowel sound by "opening your throat." You don't put your lips together or touch the inside of your mouth with your tongue to pronounce a vowel sound. You just change the shape of your mouth. For some vowel sounds your mouth is stretched wide, for others, you drop your jaw and open your mouth wider. For some vowel sounds (diphthongs), you change the position of your mouth as you pronounce the sound.

The alphabet has five vowels: a, e, i, o, u. Each vowel can represent three sounds. The first sound is known as the "short" sound, for no particular reason. The short vowel sounds are: a/ant, e/egg, i/in, o/x, u/up. The second sound for each vowel is known as the "long" sound. The long vowel sounds are: a/bacon, e/secret, i/bison, o/robot, u/tulip. To show a long vowel sound to beginning readers, educators often put a straight line over the vowel like this: *ā*. (Sometimes people use a curved line that looks like a smile, *ǎ*, over vowels to show the short sound. I don't do this because it seems to create more confusion for the student.) In addition to the five short vowel sounds and five long vowel sounds, there are five more vowel sounds that I call the "special" vowel sounds: *ä*/all, *ë*/ballet, *ï*/pizza, *ö*/to, *ü*/push. Three of these are new sounds, while the other two are the same as two of the long vowel sounds. I am not attempting to match the dotted sounds found in the dictionary. I use two dots over the vowel to indicate a "special" sound. This gives the student a visual reference to remember that this is not the usual short or long sound. The two dots are called an umlaut, which means "not the regular sound." More special sounds (these are diphthongs) can be formed with two letters: ou/ouch, ow/cow and oi/oil, oy/boy.

Altogether, we have talked about these sounds: 20 consonant sounds shown with 21 alphabet letters, 5 consonant sounds shown with pairs of consonants, 1 consonant sound without a distinct letter pattern, 5 short vowel sounds, 5 long vowel sounds, and 5 special vowel sounds. This gives us 41 different sounds, including 26 consonant sounds and 15 vowel sounds.

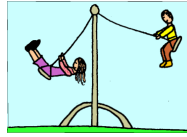
a



e



i



o



u



at

get

in

on

us

an

men

it

not

up

am

red

if

dog

sun

had

set

him

top

cut

can

ten

fit

hot

gun

map

yes

big

job

but

ran

let

six

got

fun

sat

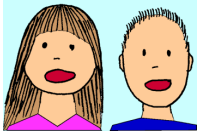
bed

did

box

sum

a



e



i



o



u



add

tell

will

off

cuff

pass

less

miss

odd

muff

Ann

well

hill

moss

puff

mass

sell

fill

loss

fuss

lass

egg

bill

dull

fell

mitt

gull

bell

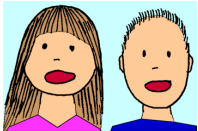




fizz

mutt

mess





buzz

Sometimes s sounds like z.

<p>a </p>	<p>e </p>	<p>i </p>	<p>o </p>	<p>u </p>
<p>as has</p>		<p>is his</p>		

Sometimes a sounds like u.

Sometimes o sounds like u.

<p> a </p>		<p> o </p>	
<p>a A^z was</p>		<p>son won of</p>	<p>from front</p>

sh



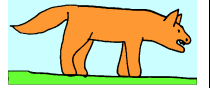
ē



ō



ōr



ship

wish

fish

shut

rush

mash

shell

shop

he

we

be

me

she

Use the long ē sound
when e is at the end.

go

no

so

yo-yo

Use the long ō sound
when o is at the end.

or

for

nor

short

corn

born

form

horse

s

cat

cats

ship

ships

dog

dogs

shell

shells

s

run

runs

hit

hits

wag

wags

tell

tells

th



thin

with

thumb^{*}

bath

math

moth

 month

n^orth

th



this

that

than

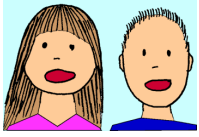
them

then

thus

 the

a



e



i



o



u



and

rest

list

soft

must

sand

help

fist

loft

just

act

end

lift

lost

jump

fact

left

milk

cost

bump

last

next

sift

pond

hunt

fast

kept

wind

fond

punt

lamp

felt

limp

romp

fund

ask

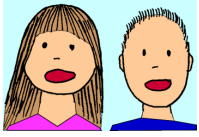
went

disk

font

dusk

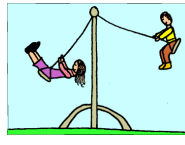
a



e



i



o



u



back

neck

pick

rock

luck

sack

deck

kick

dock

buck

Jack

peck

lick

lock

duck

pack

quick

sock

puck

tack

Rick

tock

tuck

lack

sick

hock

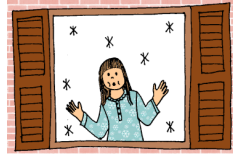
quack

tick

rack

wick

ö



to

do

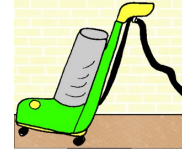
^{*}who

^{*}two

into

onto

_ve



live

give

have

ch



tch



nch



check

chop

chat

chin

chicken

rich

such

much

match

catch

patch

ditch

pitch

notch

fetch

Dutch

inch

pinch

ranch

munch

lunch

bunch

bench

conch

sc sk sm sn sp st sw tw dw

bl cl fl gl pl sl spl

stand

skin

plan

glass

still

scab

plant

glad

stick

smell

plum

slip

stop

snap

clam

slot

step

swim

class

flag

spell

squid

clap

flat

spot

twin

bless

flip

spin

dwell

black

split

br cr dr fr gr pr tr scr spr str

wh



^xwh



grass

press

when

^xwhö

grill

frog

which

^xwhöm

drum

fresh

whizz

^xwhöse

dress

brick

whip

^xwhöle

drop

truck

whim

cross

trip

whiff

crab

sprig

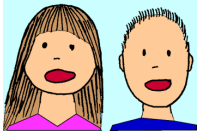
whisk

stress

scrub

what 

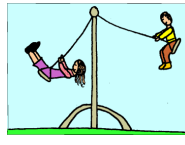
a



e



i



o



u



sang

length

ring

long

hung

rang

king

song

sung

hang

wing

tongs

stung

bang

sing

*wrong

flung

pang

thing

clung

clang

swing

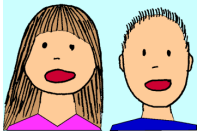
sprang

sting

slang

bring

a



e



i



o



u



sank

bank

rank

tank

blank

clank

crank

thank

wink

sink

think

kink

link

mink

pink

rink

honk

conk

bunk

sunk

dunk

hunk

junk

chunk

skunk

shrunk

oi



oil

soil

boil

coin

join

point

no^zise

vo^sice

oy



boy

toy

soy

coy

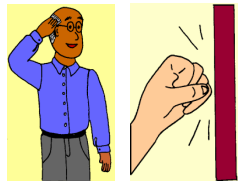
joy

enjoy

royal

annoy


ed



ed



ed



landed

ended

hunted

rested

dusted

printed

planted

pointed

filled

yelled

spilled

spelled

grilled

joined

boiled

oiled

jumped

helped

hatched

mixed

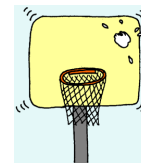
picked

wished

winked

mashed

ing



helping

jumping

resting

fixing

sending

wishing

asking

singing

pitching

ending

ringing

pointing

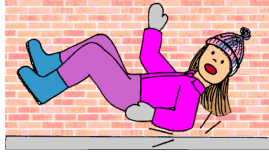
thinking

going

doing

camping

ou



out

our

shout

cloud

house

count

round

south

ou



four

pour

court

gourd

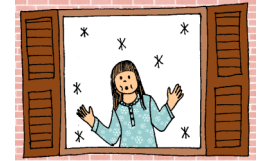
mourn

fourth

soul

though^x

ou



you

your

soup

group

rou^xtē

youth

toucan

throu^xgh^x

ow



ow



now

how

cow

down

town

owl

crowd

brown

snow

row

low

blow

show

slow

grow

own

yellow

follow

window

shadow

pillow

hollow

minnow

below

ü



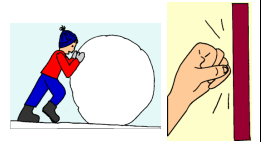
oo



oo



ould



push

put

pull

full

bull

bush

bushel

pudding

book

look

cook

took

good

wood

wool

foot

moon

room

too

zoo

spoon

tooth

choose

^kschool

should

could

would

shouldn't

couldn't

wouldn't

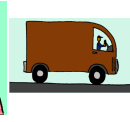
i_e



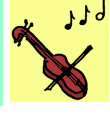
igh



ind



ild



pine

time

five

like

fire

size

life

white

night

light

right

might

fight

sight

bright

high

find

kind

mind

hind

grind

blind

bēhind

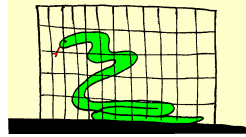
rēmind

wild

mild

child

ce ci cy



rice

nice

dice

mice

twice

slice

price

spice

dance

fence

since

^w  once

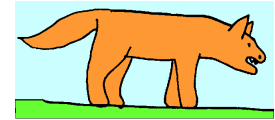
cent

cell

ⁱ cyst

pencil

ir



bird

girl

firm

dirt

stir

sir

first

twirl

skirt

swirl

chirp

third

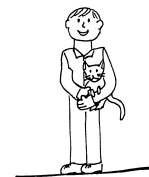
shirt

birch

birth

circus

's



Sam

Sam's

Sam's cat

Jill

Jill's

Jill's dog

Mom

Mom's

Mom's skirt

Dad

Dad's

Dad's pencil

Mike

Mike's

Mike's bike

girl

girl's

the girl's bird

child

child's

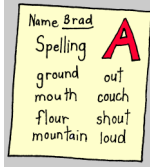
the child's book

boy

boy's

the boy's backpack

ai



rain

wait

sail

hair

main

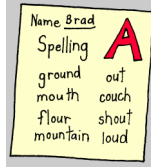
chair

paint



said

ay



play

say

way

may

day

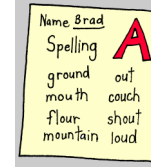
pay

stay



says

a_e



safe

make

came

gave

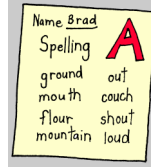
take

name

cake

ate

ëigh



sleigh

neigh

weigh

eight

weight

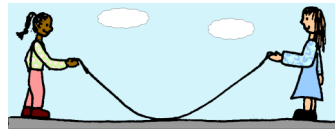
freight

neighbor

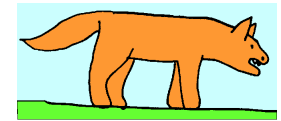


height

ge gi gy



ar



cage

gel

star

part

age

gem

car

hard

rage

gym

far

dark

page

fringe

bar

start

wage

sponge

arm

smart

stage

magic

art

sharp

yard

march

farm

large

wa



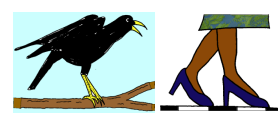
al



all



alk^x



want

salt

all

talk

wash

halt

call

walk

watch

bald

ball

chalk

wasp

false^x

small

stalk

wand

also

fall

calk

wad

almost

wall

balk

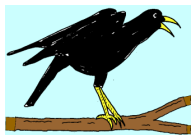
Walt

always

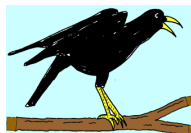
tall

stall

aw



au



Syllable Study

saw

paw

jaw

claw

draw

straw

dawn

hawk

Paul

haul

fault

launch

August

autumn^x

faucet

because^z^x

basket

picnic

helmet

napkin

hotdog

cactus

until

cobweb

upset

zigzag

expect

hundred

insect

pumpkin

absent

invent

ed



landed

salted

wanted

painted

rested

started

hunted

ed



played

rained

called

hauled

sighed

stayed

filled

ed



jumped

helped

hatched

mixed

walked

wished

asked

ee



e_e



Syllable Study

see

tree

three

feet

seed

keep

green

 been

Pete

here

Steve

these

theme

athlete

 where

 there

kit ten

pup pet

rab bit

ten nis

bon net

hap pen

mit ten

fos sil

but ton

rib bon

bot tom

les son

lem on

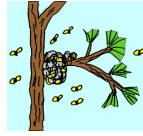
wag on

mel on

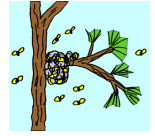
drag on

Use the es suffix after x, s, z, sh, ch, and tch.

es with nouns



es with verbs



boxes

foxes

buses

glasses

dishes

riches

lunches

matches

fixes

kisses

buzzes

fizzes

mashes

brushes

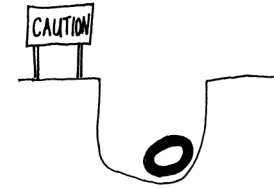
marches

catches

Contractions With Not

Put two words together. Make a contraction.

Take away the o and put an apostrophe in its place.



We did not

It is not

We are not

We didn't

It isn't

We aren't

She has not

He had not

She will not

She hasn't

He hadn't

She won't

I was not

I have not

I do not

I wasn't

I haven't

I don't

er 

her

fern

herd

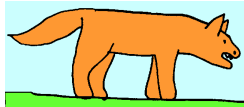
verb

germ

perch

vers^x_e

 wer^x_e

er 

letter

ladder

butter

after

under

sister

never

ever

er 


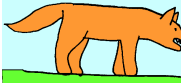
wäter

tögether

 other

 mother

 brother

er  

merit

heron


peril

Erin

Eric

ferret

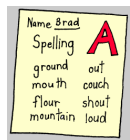
derrick

merit

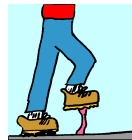
ey



ey



y



y



y



key

they

yes

happy

my

valley

hey

yell

pretty

by

donkey

prey

you

copy

try

trolley

obey

your

family

fly

hockey

 convey

yard

very

dry

chimney

greyhound

yarn

every

sky

 honey

yawn

 any

shy

 money

yellow

 many

supply

If a word has one syllable, one vowel, and one final consonant (1-1-1), double the last consonant before adding _ed or _ing.



hop

hopped

hopping

beg

begged

begging

hum

hummed

humming

pin

pinned

pinning

chat

chatted

chatting

clap

clapped

clapping

zip

zipped

zipping

scrub

scrubbed

scrubbing

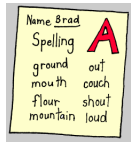
jog

jogged

jogging

When a vowel comes at the end of the first syllable, use the long vowel sound.

ā



ra ven

la dy

ba by

ta sty

sa ber

la ter

pa per

ē



be gin

be gan

e ven

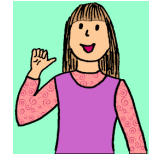
re lax

se cret

fe ver

Pe ter

ī



li lac

si lent

ti ny

shi ny

ti dy

ti ger

fi ber

When a vowel comes at the end of the first syllable, use the long vowel sound.

ō



ro bot

o pen

to paz

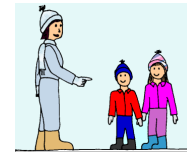
mo ment

pro gram

po ny

o ver

ū



tu lip

mu sic

u nit

ru by

du ty

tru ly

su per

ēa



eat

read

year

heat

sea

reach

please

teacher

ea



head

bread

sweat

thread

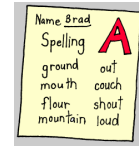
spread

really

sweater

weather

ëa



steak

break

great

bear

wear

tear

pear

ēi



ceiling

sheik

weird

protein

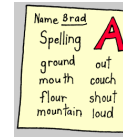
caffeine

either

neither

receive

ëi



veil

rein

reign

skein

their

heir

reindeer

inveigle

o_e



o_e



oe



oa



home

love

toe

boat

those

dove

Joe

coat

stone

none

hoe

goat

whole

done

doe

float

store

some

woe

road

close

come

floe

foam

score

become

goes

loan



alone



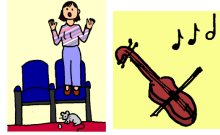
above



shoe

roar

oll



olt



old



a



roll

bolt

old

across

poll

jolt

cold

arrive

toll

volt

hold

afraid

droll

colt

told

away

troll

olk



gold

agree

stroll

yolk

sold

asleep

scroll

folks

fold

ago

enroll

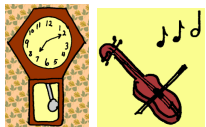
Polka dots

bold

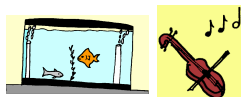


again

tlē



plē



More Silent E Syllables

little

apple

paddle

puzzle

cattle

ripple

candle

nozzle

settle

sample

needle

waffle

shuttle

crumple

pickle

ruffle

rattle

simple

buckle

circle

bottle

māple

twinkle

uncle

kettle

stāple

bubble

būgle

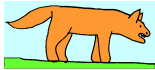
tītle

pēōple

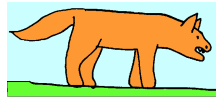
pebble

beagle

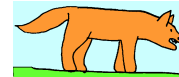
or



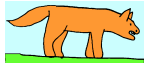
or



or



wor



or

for

short

north

story

forest

morning

important

doctor

tractor

sailor

color

history

factory

correct

visitor

sorry

sorrow

borrow

tomorrow

worm

work

word

worth

worry

worse

worst

world

Drop the e and add ed or ing.



smile

smiled

smiling

wave

waved

waving

live

lived

living

save

saved

saving

snore

snored

snoring

love

loved

loving

hope

hoped

hoping

share

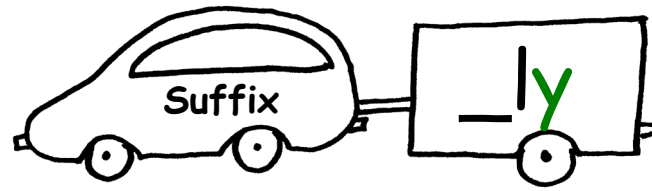
shared

sharing

serve

served

serving



soft

softly

quick

quickly

sad

sadly

slow

slowly

safe

safely

fair

fairly

neat

neatly

calm

calmly

short

shortly

poor

poorly

nice

nicely

year

yearly

u_e



flute

cube

use

mule

tube

include

produce

molecule

_a



panda

comma

villa

yucca

merica

tuna

sofa

zebra

a



father

pecan

taco

llama

mama

papa

lava

ajamas

When a vowel is in the middle of a syllable, use a short vowel sound.
When a vowel is at the end of a syllable, use the long vowel sound.

hel lo

men u

ze ro

to fu

hip po

kud zu

he ro

tu tu

las so

Hin du

yo-yo

e mu

ban jo

so lo

ze bu

gum bo

si lo

jum bo

ha lo

tem po

When comparing two persons or things, use _er at the end of the word.
When comparing more than two persons or things, use _est at the end of the word.

cold

colder

coldest

tall

taller

tallest

high

higher

highest

small

smaller

smallest

mean

meaner

meanest

great

greater

greatest

deep

deeper

deepest

long

longer

longest

thick

thicker

thickest

u_e



flute

cube

use^z

mule

tube

rule

sure^{sh}

huge^j

ue



glue

cue

blue

Sue

true

due

value

Tuesday

ew



flew

few

new

grew

chew

drew

blew

 sew

ui



fruit

suit

juice^s

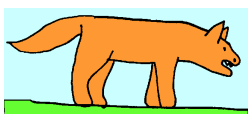
cruise^z

bruise^z

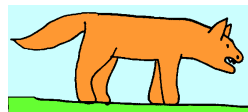
suitcase

swimsuit

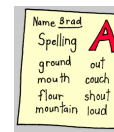
ar



ar



ar



star

mark

start

chart

march

sharp

party

garden

dollar

collar

pillar

cougar

lizard

wizard

solar

polar

carrot

parrot

carry

marry

Mary

barrel

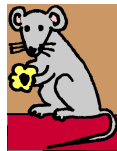
parent

sparrow

eū



ie



ie



feud

sleuth

neutral

neutron

neuron

Eugene

Europe

eurēka 

field

shield

niece

piece

chief

brief

thief

bēlieve

pie

tie

lie

die

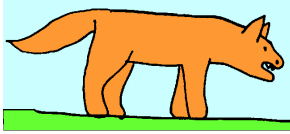
vie

cried

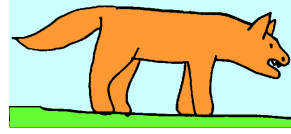
tried

 friend

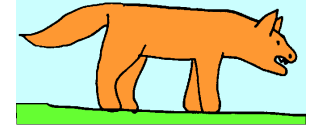
ur



ear



our



purse

nurse

hurt

burn

turn

burst

return

during

early

earn

heard

search

pearl

learn

earth



heart



journal

journey

nourish

courtesy

tournament

courage

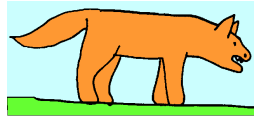
adjourn

four

^x
kn



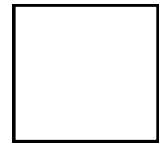
^x
wr



^x
gh



^x^x
gh



knife

knit

know

knew

knight

knee

knock

knob

wren

write

wrote

wrap

wrong

wrist

wrench

wreck

ghost

ghetto

ghoul

 aghast

 spaghetti

Allegheny

straight

taught

caught

daughter

through

though

although

